

PK-3 ECE Specialist Instruction Credential

Mapping Examples of how Program Standard 4 intersects with TPEs

This document provides examples of ways in which programs might consider ensuring they provide opportunities for candidates to engage with the elements of PK-3 Credential program standard 4. These examples are not prescriptive nor required but are shared here to help programs begin thinking about the ways in which they might weave the elements of this standard throughout their coursework and clinical practice and/or to identify ways in which they may already be addressing this standard.

Standard Language	PK-3 TPEs	Examples of possible connections/learning experiences/guiding questions
<p>The program provides each candidate with an opportunity to learn and apply theories and principles of educational equity for purposes of creating and supporting socially just learning environments.</p> <p>Through coursework and clinical practice experience, candidates will:</p>	<p>1.2, 1.3, 1.5, 2.1, 2.2, 2.4, 2.6, 2.7, 3.6, 4.3, 4.4, 4.5, 4.7, 4.8, 5.1, 5.4, 5.5, 5.7, 6.2, 6.3, 6.4, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.10, 7.11, 8.2, 8.3, 8.4, 8.5, 8.7, 8.8</p>	<p>Addressing this standard in courses:</p> <p>Seminar – reflection, discussion</p> <p>Instructional Methods – decisions about</p> <ul style="list-style-type: none"> • Curriculum • Ways of knowing • Language <p>Assessment</p> <ul style="list-style-type: none"> • Exploring different approaches and how they reflect students’ funds of knowledge.
<p>(a) examine their personal attitudes related to issues of privilege and power in different domains including age, gender, language, race, ethnicity, sexual orientation, religion, ableness, and socioeconomic status;</p>	<p>6.1, 6.2, 6.4</p>	<ul style="list-style-type: none"> • direct instruction • book study • reflective journaling • participating in webinars, conferences, etc. that center on these topics • guest speakers

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(b) learn ways to analyze, monitor, and address these issues at the individual and system level;	6.1, 6.2, 6.4	<ul style="list-style-type: none"> • Practice identifying implicit bias as it shows up in curriculum and daily classroom conversations. • engaging in critical conversations • vocabulary • Exploring how making choices about what materials and resources teachers choose for the classroom can provide children with representation and opportunities to dig into their own experiences.
(c) understand how explicit and implicit racial bias impacts instruction, classroom management, and other early childhood program policies;	6.1, 6.2, 6.4	<ul style="list-style-type: none"> • Practice using a critical lens when choosing classroom materials • Explore ways in which behavioral expectations may be linked to teacher's implicit biases and based on historical understandings of race, ethnicity, gender, ability, language, religion, etc. • Post-observation reflection
(d) develop an understanding of the role of the teacher in creating equitable learning opportunities and outcomes in early childhood education settings.	6.1, 6.2, 6.4	<ul style="list-style-type: none"> • Direct instruction and facilitated conversations about teacher as gatekeeper/arbitrator of knowledge. • Seek opportunities to provide representation of children's identities, culture, community, abilities, etc.
The program provides opportunities for candidates to learn how to identify, analyze and minimize personal bias, how policies and historical practices create and maintain institutional bias, and how teachers can help address any identified inequity.	6.1, 6.2, 6.4	<ul style="list-style-type: none"> • Acknowledge that it is impossible to fully rid ourselves of implicit biases, develop strategies for when it shows up and be able to address it. • Modeling initiative, humility and willingness to learn from our own mistakes. • Explore distinction between individual and systemic structures • History of education in the United States through an analytical/critical lens • Post-observation reflection

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The program prepares candidates to improve growth, development, and learning for all children by examining teaching, learning, children’s engagement, family and community involvement, and other supports for learning and access for all young children.	1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.2, 3.4, 3.5, 4.1, 4.2, 4.3, 4.7, 4.8, 5.1, 5.5, 5.6, 7.3, 7.4, 7.5, 7.6, 7.7, 7.9, 7.10, 7.11, 8.2, 8.3, 8.4, 8.7, 8.8	<ul style="list-style-type: none"> • Incorporate community ways of knowing and being into curricular and pedagogical choices. • Intentionally engage in community event(s)
The program ensures candidates understand the importance of building on children’s strengths and assets as a foundation for supporting children’s growth, development, and learning, especially children who are multilingual language learners and children with disabilities or other special learning needs.	1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.2, 3.4, 3.5, 4.1, 4.2, 4.3, 4.7, 4.8, 5.1, 5.5, 5.6, 7.3, 7.4, 7.5, 7.6, 7.7, 7.9, 7.10, 7.11, 8.2, 8.3, 8.4, 8.7, 8.8	<ul style="list-style-type: none"> • Building relationships with community and family • Community cultural wealth • Incorporating oral tradition • Inviting and validating translanguaging